

GRAND ISLE COUNTY



The Vermont Department of Health would like to acknowledge the work and effort of all the schools, teachers and students who participate in the Youth Risk Behavior Survey each year.

Copies of the questionnaires, state-wide reports, data briefs, and additional sub-state reports are available online.

Visit the Vermont Department of Health YRBS website at: https://www.healthvermont.gov/yrbs



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About the YRBS

The Youth Risk Behavior Survey (YRBS) is a national school-based survey that monitors the health-risk behaviors that contribute to the leading causes of death and disability among youth and young adults. These include:

- Behaviors that contribute to unintentional injuries and violence
 - Alcohol and other drug use
 - Tobacco use
 - Unhealthy dietary behaviors
 - Inadequate physical activity
 - Sexual health behaviors related to pregnancy and STDs

The YRBS also measures other high priority health-related behaviors and protective factors. These include:

- Prevalence of obesity
- Attitudes and perceptions related to substance use
- Food and housing insecurity
- Youth assets
- Academic achievement
- Sexual Orientation and gender identity

In Vermont, the YRBS has been conducted during the spring semester of odd years since 1993.



Methodology

The Department of Health works with the Agency of Education and the CDC to conduct two separate surveys: a high school survey of students in grades 9 through 12, and a middle school survey of middle school students in grades 6 through 8. These surveys are conducted as a census at all public schools and select independent schools across the state.

The middle school and high school surveys differ slightly. The shorter middle school survey focuses more on lifetime behaviors and includes questions on fighting, bullying, suicidality, substance use, attitudes and perceptions about substance use, sexual activity, nutrition, physical activity, youth assets, and other factors related to health equity. The high school survey includes questions on these topics as well as more in-depth questions on current behaviors as well as self-reported height and weight, driving behaviors, and other drugs used.

Student participation in the YRBS is anonymous and voluntary.

In addition, to protect students anonymity, data is suppressed when less than 50 students respond to a question or less than 5 students answer a question in a particular way.

How Accurate are the Results?

Numerous precautions are taken to ensure the reliability and validity of the results. The Centers for Disease Control and Prevention (CDC) runs over 100 consistency checks on the data to exclude careless, invalid, or logically inconsistent answers. These internal reliability checks help identify the small percentage of students who falsify their answers. These precautions can reduce some sources of error, but not all.

The CDC also weights data, a mathematical procedure that makes data representative of the population from which it was drawn. Only states with an overall response rate of at least 60% are weighted based on gender, grade, and race/ethnicity.

Information about the methodology of the national, state, and large urban school district YRBS has been described elsewhere and can be found online from the CDCs Healthy Youth-DASH website at: https://www.cdc.gov/healthyyouth/data/yrbs/methods

Other information including "Do students tell the truth" is available on the Vermont Department of Health YRBS webpage at: https://www.healthvermont.gov/yrbs



Populations in Focus

Adverse health outcomes and behaviors experienced by specific populations are not intrinsic to youth themselves and are often instead due to social, economic and environmental inequities. The Vermont Department of Health acknowledges that these inequities can have a greater impact than individual choices. To identify disparities and help tell the complex story of youth across Vermont, health-related factors and behaviors experienced by the following specific populations are noted throughout this report:

- Sex (biological)
- Grade
- Race, Ethnicity
- Sexual Orientation / Gender Identity

Please note: Due to the small sample size, all students of color were grouped into a "SOC" category to compare to white, non-Hispanic students. For similar reasons, lesbian, gay, bisexual, and transgender students were grouped into a "LGBT" category to compare to heterosexual/cisgender students.

Using the YRBS Results

Engaging students, schools, and communities

The YRBS can detect changes in risk behaviors over time and identify differences among ages, grades, and genders. With these data, school and community organizations can focus prevention efforts and determine whether school policies and community programs are having the intended effect on student behaviors.

Think of the YRBS as a tool for starting discussions, for educating the community, for planning and evaluating programs, and for comparing Vermont students with other students nationwide.

<u>Start the Conversation</u>: Use the YRBS to begin a conversation with teens about the personal choices they make or about the health of their community. Ask them if the results accurately reflect what they see happening around them. How do they explain the results? From their perspective, what is or is not working? How would they promote healthy behaviors?

Increase Awareness: The YRBS provides an opportunity to break through "denial" and make community members aware of the risks that their young people face. It can also dispel myths and correct misinformation about the "average teenager." The YRBS can accentuate the positive and celebrate the fact that many students are abstaining from behaviors that endanger their health and their ability to succeed.

<u>Plan and Evaluate Programs:</u> The YRBS can serve as the basis of a community needs assessment. It can help identify strengths and weaknesses in communities and can inform strategies to address those weaknesses.



Remember to Look at the Positive Side: In most cases, the majority of adolescents are NOT engaging in risky behaviors. Although most of the charts examine the prevalence of risk behaviors, please do not forget about the percentage of adolescents who are NOT engaging in these behaviors.

Participate in Getting to 'Y': Getting to Y provides an opportunity for students to take a lead in bringing meaning to their own Youth Risk Behavior Survey data and taking steps to strengthen their school and community based on their findings. Schools and districts across the state form teams to analyze local level data, identify areas of strength and concern, and create a preliminary action plan. Through the Getting to 'Y' program, students attend a training day where they learn tools and strategies to examine data, explore root causes, and create next action steps. In addition, teams plan and host a community dialogue event to share their executive summary with the school and community.

For more information on upcoming Getting to Y trainings, newsletters, and resources visit Getting to Y at http://www.upforlearning.org/initiatives/getting-to-y

Understanding and Interpreting the Results

The results in this report are weighted by gender, grade, and race/ethnicity in order to compensate for absenteeism and incomplete surveys. The weighting allows the results to be fully representative of middle school students in grades six through eight (middle school survey) and high school students grades nine through twelve (high school survey). Weighting permits us to draw inferences about the school-based student population in Vermont.

Throughout this report, statistically significant differences are noted. Statistical significance is calculated by comparing the 95% confidence intervals of two or more values. If the confidence intervals overlap, the percentages are not different. In other words, the two groups are not statistically different from one another. If the confidence intervals do not overlap, there is a statistical difference between the two groups.

A 95% confidence interval is a range of values and can vary due to the size of a particular population or how consistently students responded to an item. Sometimes, when comparing the responses of two or more groups, the difference between the overall percentages may look very different, but the two numbers are not statistically different. Other times, the two values may be very close but differ statistically.

While this report notes statistical differences, we encourage you to consider meaningful difference: does the disparity merit a targeted intervention, show a real change in health, or otherwise mean something important to the community (statistics aside).



This report includes the overall results or prevalence for all students in Vermont as well as the overall results and results by demographics for students in Grand Isle County

Key Terms and Statistical Differences Used in the Report

Each table includes a note about any statistical differences between the overall VT and Grand Isle County prevalence rates.

When subpopulations are included, statistical comparisons between subpopulations of students within Grand Isle County are also noted.

Throughout this report you will see the following key terms and statistical notations.

Key Terms

. = Too few students to report

VT = All students in Vermont

County = All students in Grand Isle County

M = Male students in Grand Isle County

F = Female students in Grand Isle County

Older = Students in grades 11 and 12

Younger = Students in grades 9 and 10

WnH = White, non-Hispanic students in Grand Isle County

SOC = Students of color in Grand Isle County

Het = Heterosexual or cisgender students in Grand Isle County

LGBT = Lesbian, gay, bisexual, or transgender students in Grand Isle County

Statistical Differences

Some subgroups of students defined by where they live, sex, race/ethnicity, grade in school, and sexual orientation / gender identity status have a higher prevalence of many health-risk behaviors that might place them at risk for unnecessary or premature mortality, morbidity, and social problems. Statistical differences, including differences between VT and Grand Isle County students as well as differences within Grand Isle County by sex, grade, race, and sexual orientation / gender identity are noted by the following notations:

- α = Students across VT are statistical different than students in GI
- β = Male students are statistically different from female students
- ϵ = 11th and 12th grade students are statistically different from 9th and 10th grade students; 6th grade students are significantly different from 7th and 8th grade students
- I = 8th grade students are significantly different from 6th and 7th grade students
- δ = Results statistically increase or decrease with each grade
- ζ = Students of color (SOC) are statistically different from white, non-Hispanic (WnH) students
- θ = Lesbian, gay, bisexual and transgender (LGBT) students are statistically different from heterosexual and cisgender (HET) students



2019 VERMONT YOUTH RISK BEHAVIOR SURVEY REPORT

HIGH SCHOOL RESULTS



Demographics

Sex	VT	GI
Female	48	46
Male	52	54

Grade	VT	GI
9th grade	25	25
10th grade	25	28
11th grade	25	24
12th grade	25	23



Demographics

Race	VT	GI
Students of Color	16	3
White, non-Hispanic	84	97

Sexual Orientation / Gender Identity	VT	GI
Lesbian, Gay, Bisexual, or Transgender	14	12
Heterosexual / Cisgender	86	88



Violence and Unintentional Injuries

													Statistical Differences
Physical Violence	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	SOC	Het	LGBT	
Were in a physical fight, past year	18	9	12						9		8		α
Carried a weapon on school property, past 30 days	5												
Were threatened or injured with a weapon on school property, past 30 days	7	8		10					8	·	9		
Did not go to school because they felt unsafe at school or on their way to or from school, past 30 days	6	10		18					10		8		



^{. =} Too few students to report

Violence and Unintentional Injuries

													Statistical Differences
Bullying	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Were electronically bullied, past year	16	16	7	26	·				15		14		β
Were bullied, past 30 days	17	22	16	29					22		21		
Bullied someone, past 30 days	10	5							6		6		



^{. =} Too few students to report

Violence and Unintentional Injuries

													Statistical Differences
Sexual and Dating Violence	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Report someone has ever done sexual things to them that they did not want	18	8		11					8		7		α
Experienced physical dating violence, past year	8												
Reported someone they were dating or going out with purposely tried to control them or emotionally hurt them one or more times, past year	28	18							17	·	15		α
Have sent or received a revealing or sexual photo of someone using social media, email, or texting on their smartphone, computer, iPad or other tablet, past 30 days	27	25	23	28					26		26		



^{. =} Too few students to report

Violence and Unintentional Injuries

													Statistical Differences
Motor Vehicle Safety	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Rode with a driver who had been drinking alcohol, past 30 days	17	14	10	18					14		13		
Rode in a car or other vehicle driven by someone who had been using marijuana, past 30 days	23	21	18	24			·		21		20		



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Violence and Unintentional Injuries

													Statistical Differences
Motor Vehicle Safety, Among Students Who Drive	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Texted or e-mailed while driving a car or other vehicle, past 30 days	35	26							26		29		
Drove a car or other vehicle when they had been drinking alcohol, past 30 days	6												
Drove a car or other vehicle when they had been using marijuana, past 30 days	15	7							7		8	·	



^{. =} Too few students to report

Violence and Unintentional Injuries

													Statistical Differences
Unintentional Injuries & Prevention	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	SOC	Het	LGBT	
Rarely or never wore a helmet when skiing or snowboarding, past year	11									·	·	·	
Had a concussion from playing a sport or being physically active, past year	18	17	15	20					18		18		
Had a sunburn, past year	73	80	75	87					82		85		



^{. =} Too few students to report

Mental Health

													Statistical Differences
Mental Health	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	SOC	Het	LGBT	
Did something to purposely hurt themselves without wanting to die, past year	19	21	14	30					20		18		
Felt sad or hopeless, past year	31	35	28	42					33		31		
Made a plan about how they would attempt suicide, past year	13	10	7	12					9		6		
Attempted suicide, past year	7	5	7						5				



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Lifetime Substance Use

													Statistical Differences
Tobacco, Alcohol, or Marijuana Use Before Age 13	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
First tried cigarette smoking before age 13 years	7	6		8					6		5		
Drank alcohol before age 13	13	11	12	11					10		8		
Tried marijuana for the first time before age 13 years	6			·	·		·	•			·		



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Grand Isle County High School Results

Lifetime Substance Use

													Statistical Differences
Lifetime Substance Use - Alcohol, Marijuana, & Tobacco	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	SOC	Het	LGBT	
Ever tried cigarette smoking	22	17	17	16					18		18		
Ever used an electronic vapor product	50	47	50	42					48		52		
Ever used a flavored tobacco product	27	25	27	23					26		27		
Ever drank alcohol	55	50	44	56					50		50		
Ever used marijuana	40	28	31	25					28		29		α ε



^{. =} Too few students to report

Grand Isle County High School Results

Lifetime Substance Use

													Statistical Differences
Lifetime Substance Use - Prescription Drug Misuse	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	SOC	Het	LGBT	
Ever used a prescription drug	12	6	8						6		7		
Ever took prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it	9	5							4		5		
Have taken prescription stimulants without a doctor's prescription or differently than how a doctor told them to use it one or more times	7	4			·	·	·	·		·	·		



^{. =} Too few students to report

Grand Isle County High School Results

Lifetime Substance Use

													Statistical Differences
Lifetime Substance Use - Other Drug Use	VT	GI	М	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Ever used cocaine	4												
Ever used inhalants	7	7		10					6		4	.	
Ever used heroin	2	·											
Ever used methamphetamines	2												



^{. =} Too few students to report

Past 30 Day Substance Use

													Statistical Differences
Past 30 Day Tobacco Use	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	SOC	Het	LGBT	
Currently smoked cigarettes or cigars or used smokeless tobacco or electronic vapor products	28	21	22	20		·	·	·	23		24		
Currently smoked cigarettes or cigars or used smokeless tobacco	10	7	11						7		7		
Tried to quit using all tobacco products, past year	44												



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Past 30 Day Substance Use

Past 30 Day Tobacco Use	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT
Currently smoked cigarettes	7	4							4		5	
Currently used an electronic vapor product	26	19	20	19					20		22	
Currently used smokeless tobacco	3											·
Currently smoked cigars	6	4	8						5			



^{. =} Too few students to report

Past 30 Day Substance Use

													Statistical Differences
Past 30 Day Alcohol and Other Drug Use	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Currently drank alcohol	31	27	25	30					29		31		
Binge drank, past 30 days	15	12	16						13		14		
Currently used marijuana	27	16	21	10					17		18		α ε
Currently took any prescription medication without a doctor's prescription or differently than how a doctor told them to use it	5	·										·	



^{. =} Too few students to report

Tobacco, Alcohol, and Marijuana Use Among Current Users

Frequency of Cigarette Use, Among Current Users	GI
1 or 2 days	
3 to 5 days	
6 to 9 days	
10 to 19 days	
20 to 29 days	
All 30 days	

Number of Cigarettes Smoked, Among Current Users	GI
Less than 1 cigarette	
1 cigarette	
2 to 5 cigarettes	
6 to 10 cigarettes	
11 to 20 cigarettes	
More than 20 cigarettes	



^{. =} Too few students to report

Tobacco, Alcohol, and Marijuana Use Among Current Users

Frequency of EVP Use, Among Current Users	GI
1 or 2 days	
3 to 5 days	
6 to 9 days	
10 to 19 days	
20 to 29 days	
All 30 days	

Primary Reason for EVP Use, Among Current Users	GI
Friend/family used them	
To try to quit other tobacco	
Cost less than other tobacco	
Easier to get than other	
Less harmful than other	
Available in flavors	
Used for some other reason	



^{. =} Too few students to report

Tobacco, Alcohol, and Marijuana Use Among Current Users

Source of EVP, Among Current Users	GI
Bought them in a store	
I got them on the Internet	
Someone else bought them	
Borrowed them	
Someone gave them to me	
Took them from a store	
Some other way	

Type of EVP Used, Among Current Users	GI
JUUL /rechargeable w pods	
Vape Pen/recharge e-cig	
Disposable e-cig/vaping	
Mods with refillable tanki	
Other e-vapor product	
Not sure	



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Tobacco, Alcohol, and Marijuana Use Among Current Users

Frequency of Alcohol Use, Among Current Users	GI
1 or 2 days	
3 to 5 days	
6 to 9 days	
10 to 19 days	
20 to 29 days	
All 30 days	

Largest Amount of Alcohol Consumed in One Sitting, Among Current Users	GI
1 or 2 drinks	
3 drinks	
4 drinks	
5 drinks	
6 or 7 drinks	
8 or 9 drinks	
10 or more drinks	



^{. =} Too few students to report

Tobacco, Alcohol, and Marijuana Use Among Current Users

Frequency of Marijuana Use, Among Current Users	GI
1 or 2 times	
3 to 9 times	
10 to 19 times	
20 to 39 times	
40 or more times	

Primary Way Marijuana was Used, Among Current Users	GI
Smoked it	
Ate in food	
Drank in tea or other drink	
Vaporized	
Dabbed it	
Some other way	



^{. =} Too few students to report

Other Substance Use Related Topics

													Statistical Differences
Substance Use Exposure and Prevention	VT	GI	М	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Were asked by a doctor, dentist, or nurse if they smoked, past year	61	60	55	66	·				59		63		
Most of the time or always see ads for cigarettes or other tobacco products	50	41	40	41					41		40		α



^{. =} Too few students to report

Other Substance Use Related Topics

													Statistical Differences
Substance Use on School Property	VT	GI	М	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Attended school under the influence of alcohol or other illegal drugs, past year	15	9	10	8					9		9		
Were offered, sold, or given an illegal drug on school property, past year	19	15	12	18					15		15		



^{. =} Too few students to report

Perceptions of Substance Use

													Statistical Differences
Perceptions of Substance Use - Peer Use	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	SOC	Het	LGBT	
Think it is wrong or very wrong for someone their age to use electronic vapor products	56	68	62	75					69		68		α
Think it is wrong or very wrong for someone their age to drink alcohol	53	58	64	52					58		58		
Think it is wrong or very wrong for someone their age to use marijuana	51	56	56	57					56	•	56	·	ε



^{. =} Too few students to report

Perceptions of Substance Use

													Statistical Differences
Perceptions of Substance Use - Parental Beliefs	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	SOC	Het	LGBT	
Responded that their parents or guardians feel it would be wrong or very wrong for the student to use electronic vapor products	84	85	80	91	·				85		87		
Responded that their parents or guardians feel it would be wrong or very wrong for the student to drink alcohol	69	71	68	74	·	·			70		69		
Responded that their parents or guardians feel it would be wrong or very wrong for the student to use marijuana	75	83	83	83	·				84		85		α



^{. =} Too few students to report

Perceptions of Substance Use

													Statistical Differences
Perceptions of Substance Use - Ease of Access	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Say if they wanted to get electronic vapor products, it would be sort of easy or very easy for them to get some	73	70	66	73	·		·	·	71		70		
Say if they wanted to get alcohol, it would be sort of easy or very easy for them to get some	67	64	56	73					64		63		
Say if they wanted to get marijuana, it would be sort of easy or very easy for them to get some	62	62	60	65		·	·	·	62		61		



^{. =} Too few students to report

Perceptions of Substance Use

													Statistical Differences
Perceptions of Substance Use - Harm	VT	GI	М	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Think people greatly risk harming themselves (physically or in other ways) if they use electronic vapor products regularly	29	38	37	39	·	·	·	·	39		39	·	α
Think people greatly risk harming themselves (physically or in other ways) if they have five or more drinks of alcohol (beer, wine, or liquor) once or twice each weekend	39	34	36	32					35		36	·	
Think people greatly risk harming themselves (physically or in other ways) if they use marijuana regularly	23	26	27	24			·		26		26		



^{. =} Too few students to report

Grand Isle County High School Results

Sexual Health

													Statistical Differences
HIV and STD Testing	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Were ever tested for human immunodeficiency virus (HIV)	13	10	8	12					9		8		
Were ever tested for a sexually transmitted disease (STD)	11	8	9						8		8		



^{. =} Too few students to report

2019 VERMONT YOUTH RISK BEHAVIOR SURVEY

Grand Isle County High School Results

Sexual Health

													Statistical Differences
Sexual Activity	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Ever had sexual intercourse	40	35	37	32					35		36		3
Had sexual intercourse for the first time before age 13 years	3												
Had sexual intercourse with four or more persons during their life	9	9	9						8		9		
Were currently sexually active	31	27	24	30					28		29		



^{. =} Too few students to report

Sexual Health

Sexual Activity Among Students Who Had Sexual Intercourse During the Previous Three Months

													Statistical Differences
Prescription Birth Control Use, Among Sexually Active Students	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Used birth control pills before last sexual intercourse, among sexually active students	32						·	·					
Used a shot (e.g., Depo-Provera), patch (e.g., OrthoEvra), or birth control ring (e.g., NuvaRing), among sexually active students	4	·			·								
Used an IUD (e.g., Mirena or ParaGard) or implant (e.g., Implanon or Nexplanon), among sexually active students	19				·		·						



^{. =} Too few students to report

Sexual Health

Sexual Activity Among Students Who Had Sexual Intercourse During the Previous Three Months

Condom & Birth Control Use, Among Sexually Active Students	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT
Used a condom during last sexual intercourse, among sexually active students	54											·
Used birth control pills; an IUD or implant; or a shot, patch, or birth control ring, among sexually active students	56											
Used both a condom during last sexual intercourse and birth control pills; an IUD or implant, or a shot, patch, or birth control ring before last sexual intercourse, among sexually active students	21			·		·	·					·



^{. =} Too few students to report

2019 VERMONT YOUTH RISK BEHAVIOR SURVEY

Grand Isle County High School Results

Sexual Health

Sexual Activity Among Students Who Had Sexual Intercourse During the Previous Three Months

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Condom & Birth Control Use, Among Sexually Active Students	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT
Did not use any method to prevent pregnancy, among sexually active students	6											



^{. =} Too few students to report

Weight, Physical Activity, and Nutrition

													Statistical Differences
Weight and Weight Perceptions	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Were obese	13	20	23	18					20		22		α
Were overweight	14	13	10	17					13		11		
Described themselves as slightly or very overweight	31	31	29	32					31	·	29	·	
Were trying to lose weight	43	46	34	61					46		45		β



^{. =} Too few students to report

Weight, Physical Activity, and Nutrition

													Statistical Differences
Physical Activity	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	SOC	Het	LGBT	
Did not participate in at least 60 minutes of physical activity on at least one day, past week	14	11	15						11		11	·	
Were physically active at least 60 minutes per day every day, past week	22	20	23	16					20		22		
Were physically active at least 60 minutes per day on 5 or more days, past week	46	41	38	45	·				41		44	·	
Play video or computer games or used a computer 3 or more hours per day	48	39	44	35					40	•	37		



^{. =} Too few students to report

Weight, Physical Activity, and Nutrition

													Statistical Differences
Physical Activity at School	VT	GI	М	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Report they participate in physical activity or other short breaks during class at least 1x per week	62	63	63	64	·		·		63		62		
Report they participate in physical activity or other short breaks during class, every day	23	24	24	24					24		25		



^{. =} Too few students to report

Weight, Physical Activity, and Nutrition

													Statistical Differences
Soda and Sugar-Sweetened Beverage Consumption	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Did not drink any soda or sugar-sweetened beverages, past week	23	26	30	21					25		29		
Drank a can, bottle, or glass of soda or a sugar-sweetened beverage, past week	18	15	25						16		16		
Drank soda or sugar-sweetened beverages 2+ times per day, past week	10	9	15	·			·	·	10	,	9		
Drank soda or sugar-sweetened beverages 3+ times per day, past week	5	5	8						5		5		



^{. =} Too few students to report

Weight, Physical Activity, and Nutrition

													Statistical Differences
Water Consumption	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Drank one or more glasses per day of water, past week	79	76	71	81					76	·	76		
Drank two or more glasses per day of water, past week	70	68	69	65					67		67		
Drank three or more glasses per day of water, past week	54	52	57	46					51		51		



^{. =} Too few students to report

Weight, Physical Activity, and Nutrition

													Statistical Differences
Fruit and Vegetable Consumption	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Ate 5+ fruits/vegetables every day, past week	21	20	22	18					20		21		



^{. =} Too few students to report

Weight, Physical Activity, and Nutrition

													Statistical Differences
Fruit Consumption	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Did not eat fruit or drink 100% fruit juices, past week	6	4									·		
Ate fruit or drank 100% fruit juices one or more times per day, past week	62	70	71	68	•				71		72		
Ate fruit or drank 100% fruit juices two or more times per day, past week	31	30	28	33					30		34		



^{. =} Too few students to report

Weight, Physical Activity, and Nutrition

													Statistical Differences
Vegetable Consumption	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	SOC	Het	LGBT	
Did not eat vegetables, past week	5	7	13						6		7		
Ate vegetables one or more times per day, past week	72	70	75	65					71		72		
Ate vegetables two or more times per day, past week	37	34	31	38					35		33		
Ate vegetables three or more times per day, past week	19	17	20	14					18		18		



^{. =} Too few students to report

Weight, Physical Activity, and Nutrition

													Statistical Differences
Breakfast Consumption	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Did not eat breakfast, past week	11	12	12	13					11		13		
Ate breakfast on at least 5 days, past week	54	52	61	41					52		53		
Ate breakfast on all 7 days, past week	37	35	43	25	·		•	•	35		39		



^{. =} Too few students to report

Social Determinants of Health

													Statistical Differences
Social Determinants of Health	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Have ever slept away from their parents or guardians because they were kicked out, ran away, or were abandoned	4				·							·	α
Most of the time or always went hungry because there was not enough food in their home, past 30 days	2												
Have a physical disability, emotional problems, or learning disability	30	29	26	32			•	•	28		25	·	



^{. =} Too few students to report

Social Determinants of Health

													Statistical Differences
Social Determinants of Health	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Described their grades in school as mostly A's or B's	78	83	76	90					82		82		
Report they are most likely to attend a 4-year college or university, a community college, or technical school after high school	76	72	66	80		·	·		73		73		



^{. =} Too few students to report

Youth Assets and Other Protective Factors

													Statistical Differences
Protective Factors - Family	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Did not eat dinner at home with parents, past week	9	9	12		·				9		10		
Ate dinner at home with parent at least 2x, past week	86	88	86	92					90		87		
Ate dinner at home with at least one of their parents or other adult family member on 4+ days, past week	75	74	76	71					74		72		



^{. =} Too few students to report

Youth Assets and Other Protective Factors

													Statistica Differenc
Protective Factors - School Connectedness	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Reported there is at least one teacher or other adult in their school that they can talk to if they have a problem	78	76	74	79	·				76		74		
Strongly agree or agree that their school has clear rules and consequences for behavior	56	55	63	45					54		55		
Do not participate in any afterschool activities	34	38	45	29			-	-	36		33		
Spend 10 or more hours participating in afterschool activities	24	21	19	24			•		22		24		



^{. =} Too few students to report

Youth Assets and Other Protective Factors

													Statistical Differences
Protective Factors - Community	VT	GI	M	F	9th	1 0th	11 th	12 th	WnH	soc	Het	LGBT	
Strongly agree or agree that in their community they feel like they matter to people	58	55	58	52	·			·	56		59	·	



^{. =} Too few students to report

2019 VERMONT YOUTH RISK BEHAVIOR SURVEY REPORT

MIDDLE SCHOOL RESULTS



Demographics

Sex	VT	GI
Female	49	49
Male	51	51

Grade	VT	GI
6th grade	24	29
7th grade	38	24
8th grade	38	47

Demographics

Race	VT	GI
Students of Color	19	18
White, non-Hispanic	81	82

Sexual Orientation / Gender Identity	VT	GI
Lesbian, Gay, Bisexual, or Transgender	11	10
Heterosexual / Cisgender	89	90

Violence and Unintentional Injuries

												Statistical Differences
Violence	VT	GI	M	F	6th	7th	8th	WnH	soc	Het	LGBT	
Were ever in a physical fight	41	34	47	21			28	28		34		β
Did not go to school because they felt they would be unsafe at school or on their way to or from school, past 30 days	9	8		11		·	·	6			·	
Report someone has ever done sexual things to them that they did not want	10	10		20		·	11	7	·	10	·	



^{. =} Too few students to report

Violence and Unintentional Injuries

												Statistical Differences
Bullying	VT	GI	M	F	6th	7th	8th	WnH	soc	Het	LGBT	
Were ever bullied on school property	45	47	40	54			48	44		45		
Were ever electronically bullied	24	35	22	50			46	34		32		α β
Were bullied, past 30 days	24	34	28	42			32	30		34		α
Bullied someone, past 30 days	9	14	12	15			15	10		16		



^{. =} Too few students to report

Violence and Unintentional Injuries

								,		,		Statistical Differences
Unintentional Injuries & Prevention	VT	GI	M	F	6th	7th	8th	WnH	soc	Het	LGBT	
Rarely or never wear a bicycle helmet	26	28	27	28			28	21		25	·	
Rarely or never wear a helmet when skiing or snowboarding	6	1						100		100		
Had a concussion from playing a sport or being physically active, past year	19	21	22	20	·		22	18		24	·	
Had a sunburn, past year	66	66	59	72			65	69		70		



^{. =} Too few students to report

Violence and Unintentional Injuries

												Statistical Differences
Motor Vehicle Safety	VT	GI	M	F	6th	7th	8th	WnH	soc	Het	LGBT	
Rarely or never wear a seat belt	2	2										
Ever rode with a driver who had been drinking alcohol	20	22	19	23			22	22		21		
Have ever ridden in a car driven by someone who had been using marijuana	10	15	18	12		·	19	14		17	·	



^{. =} Too few students to report

Mental Health

												Statistical Differences
Mental Health	VT	GI	M	F	6th	7th	8th	WnH	soc	Het	LGBT	
Ever seriously thought about killing themselves	18	18	13	23			24	17		14		
Ever made a plan about how they would kill themselves	12	12	10	13			18	12		9		
Ever tried to kill themselves	6	8		11			15	7		5		
Have ever done something to purposely hurt themselves without wanting to die, such as cutting or burning themselves on purpose, past year	18	16		27			20	13		13		
Felt sad or hopeless, past year	23	28	14	42			35	26		24		β



^{. =} Too few students to report

Lifetime Substance Use

												Statisti
Lifetime Substance Use	VT	GI	M	F	6th	7th	8th	WnH	soc	Het	LGBT	
Ever tried a cigarette	7	10	10	9			14	9	•	8		
Ever tried a flavored tobacco product	8	8	10				13	8		8		
Ever used an electronic vapor product	16	11	13	9			18	12		11		
Ever drank alcohol	20	22	26	18			23	22		23		
Ever used marijuana	7	8	9	8			14	9		7		
Have ever taken a prescription drug without a doctor's prescription or differently than how a doctor told them to use it	6	5										
Ever used inhalants	5	8	10				8	7		6		



^{. =} Too few students to report

Lifetime Substance Use

												Statistical Differences
Substance Use Before Age 11	VT	GI	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	
Tried cigarette smoking for the first time before age 11 years	3	4										
Drank alcohol for the first time before age 11 years	9	9	12					8		10		
Tried marijuana for the first time before age 11 years	1	4							·			α



^{. =} Too few students to report

Past 30 Day Substance Use

												Statistical Differences
Past 30 Day Tobacco Use	VT	GI	M	F	6th	7th	8th	WnH	soc	Het	LGBT	
Currently smoked cigarettes or cigars or used smokeless tobacco or electronic vapor products	9	7		8			10	7		8		
Currently used an electronic vapor product	8	6					8	6		8		



^{. =} Too few students to report

Past 30 Day Substance Use

												Statistical Differences
Past 30 Day Alcohol and Other Substance Use	VT	GI	M	F	6th	7th	8th	WnH	soc	Het	LGBT	
Currently drank alcohol	7	8	9				10	8		8		
Binge drank, past 30 days	2	3										
Currently used marijuana	5	6	7			•	9	7		5	•	



^{. =} Too few students to report

Tobacco, Alcohol, and Marijuana Use Among Current Users

Frequency of Cigarette Use, Among Current Users	GI
1 or 2 days	34
3 to 9 days	33
10 to 29 days	33

Number of Cigarettes Smoked, Among Current Users	GI
1 or Less	34
2 to 5 cigarettes	33
6 to 10 cigarettes	33



^{. =} Too few students to report

Tobacco, Alcohol, and Marijuana Use Among Current Users

Frequency of EVP Use, Among Current Users	GI
1 or 2 days	39
3 to 9 days	25
10 to 29 days	24
Every day	12

Access to EVP, Among Current Users	GI
Borrowed them	49
Someone else bought them or someone gave them to me	24
Took them from a store	12
Some other way	14



^{. =} Too few students to report

Tobacco, Alcohol, and Marijuana Use Among Current Users

Reason for EVP Use, Among	
Current Users	GI
Friend/family used them	14
To try to quit other tobacco	12
Less harmful than other	12
Available in flavors	12
Used for some other reason	48

Type of EVP Used, Among Current Users	GI
JUUL / pod-type device	88
Mods with refillable tank	12



^{. =} Too few students to report

Tobacco, Alcohol, and Marijuana Use Among Current Users

Frequency of Marijuana Use, Among Current Users	GI
1 or 2 times	25
3 to 9 times	12
10 to 19 times	37
20+ times	25



^{. =} Too few students to report

Other Substance Use Related Topics

												Statistical Differences
Tobacco Use Exposure & Prevention	VT	GI	M	F	6th	7th	8th	WnH	soc	Het	LGBT	
Were asked by a doctor, dentist, or nurse if they smoked	33	31	24	37			35	30		30		
Most of the time or always see ads for cigarettes or other tobacco products	46	51	51	52			51	55		55		



^{. =} Too few students to report

Perceptions of Substance Use

												Statistical Differences
Perceptions of Peer Use as Wrong or Very Wrong	VT	GI	М	F	6th	7th	8th	WnH	soc	Het	LGBT	
Think it is wrong or very wrong for someone their age to use electronic vapor products	84	88	84	92			81	85		88	·	



^{. =} Too few students to report

Perceptions of Substance Use

												Statistical Differences
Perceptions of Substance Use - Parental Beliefs	VT	GI	М	F	6th	7th	8th	WnH	soc	Het	LGBT	
Responded that their parents or guardians feel it would be wrong or very wrong for the student to use electronic vapor products	92	92	94	89			94	93		94		
Responded that their parents or guardians feel it would be wrong or very wrong for the student to drink alcohol	87	87	83	92			83	86		91	·	
Responded that their parents or guardians feel it would be wrong or very wrong for the student to use marijuana	92	88	87	89		·	86	89		94		



^{. =} Too few students to report

Perceptions of Substance Use

												Statistical Differences
Perceptions of Substance Use - Ease of Access	VT	GI	M	F	6th	7th	8th	WnH	soc	Het	LGBT	
Say if they wanted to get electronic vapor products, it would be sort of easy or very easy for them to get some	29	22	17	29			31	25		21	·	
Say if they wanted to get alcohol, it would be sort of easy or very easy for them to get some	40	37	34	40			52	40		39		
Say if they wanted to get marijuana, it would be sort of easy or very easy for them to get some	19	18	11	26			23	22		14	·	



^{. =} Too few students to report

Perceptions of Substance Use

												Statistical Differences
Perceptions of Substance Use - Harm	VT	GI	M	F	6th	7th	8th	WnH	soc	Het	LGBT	
Think people greatly risk harming themselves (physically or in other ways) if they use electronic vapor products regularly	45	32	29	35			31	32		33		α
Think people greatly risk harming themselves (physically or in other ways) if they have five or more drinks of alcohol (beer, wine, or liquor) once or twice each weekend	45	39	37	41			39	39		43		
Think people greatly risk harming themselves (physically or in other ways) if they use marijuana regularly	49	40	39	41			38	37	·	43		α



^{. =} Too few students to report

2019 VERMONT YOUTH RISK BEHAVIOR SURVEY

Grand Isle County Middle School Results

Sexual Health

												Statistical Differences
Sexual Activity & Condom Use	VT	GI	M	F	6th	7th	8th	WnH	soc	Het	LGBT	
Ever had sexual intercourse	5	5					8	5				



^{. =} Too few students to report

Physical Activity, and Nutrition

												Statistical Differences
Physical Activity: 60 min per day	VT	GI	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	
Did not participate in at least 60 minutes of physical activity on at least 1 day, past week	9	11	9	13			8	12		7	·	
Were physically active at least 60 minutes per day on 5 or more days, past week	56	61	67	56			71	63		68		
Were physically active at least 60 minutes per day on all 7 days, past week	30	28	41	16			33	28		36		β



^{. =} Too few students to report

Physical Activity, and Nutrition

												Statistical Differences
Physical Inactivity	VT	GI	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	
Watch television 1 hour or less per day	42	53	48	57			47	55		50		α
Watch television 3 or more hours per day	22	29	29	29			27	27		24		



^{. =} Too few students to report

Physical Activity, and Nutrition

												Statistical Differences
Physical Inactivity	VT	GI	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	
Play video or computer games or used a computer 1 hour or less per day	58	66	65	66			76	68		65	·	
Play video or computer games or used a computer 3 or more hours per day	41	47	45	49			54	46	•	43		



^{. =} Too few students to report

Physical Activity, and Nutrition

												Statistical Differences
Physical Activity at School	VT	GI	М	F	6th	7th	8th	WnH	soc	Het	LGBT	
Participate in physical activity or other short breaks during class at least once a week	80	82	82	84	·		84	82		84	·	
Participate in physical activity or other short breaks during class everyday	64	74	68	79			71	75		73		α



^{. =} Too few students to report

Physical Activity, and Nutrition

												Statistical Differences
Walk or Bike To/From School	VT	GI	M	F	6th	7th	8th	WnH	soc	Het	LGBT	
Walk or ride a bike to school at least once a week when weather permits	74	68	59	77	·		65	64		65	·	
Walk or ride their bike to school every day when weather permits	11	11	12	11			14	13		13		

												Statistical Differences
Sport Team Participation	VT	GI	M	F	6th	7th	8th	WnH	soc	Het	LGBT	
Play on at least one sports team, past year	72	80	85	77			89	82		86	·	α



^{. =} Too few students to report

Physical Activity, and Nutrition

												Statistical Differences
Water Consumption	VT	GI	M	F	6th	7th	8th	WnH	soc	Het	LGBT	
Drank one or more glasses per day of water, past week	78	75	78	72			73	73		75	·	
Drank two or more glasses per day of water, past week	71	69	70	68			66	65		68		
Drank three or more glasses per day of water, past week	56	58	65	52			49	54	·	57		



^{. =} Too few students to report

Physical Activity, and Nutrition

												Statistical Differences
Breakfast Consumption	VT	GI	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	
Ate breakfast on 5 or more days, past week	36	39	32	45			43	40		36		
Ate breakfast on all 7 days, past week	46	38	47	29			31	36		41		α



^{. =} Too few students to report

Social Determinants of Health

												Statistical Differences
Social Determinants of Health	VT	GI	M	F	6th	7th	8th	WnH	soc	Het	LGBT	
Described their grades in school as mostly A's or B's	66	84	80	88			89	89		87	·	α
Reported in their home people most of the time or always speak a language other than English	6	4										
Most of the time or always went hungry because there was not enough food in their home, past 30 days	3	4									·	



^{. =} Too few students to report

Youth Assets and Other Protective Factors



^{. =} Too few students to report

Youth Assets and Other Protective Factors

Family Engagement	VT	GI	М	F	6th	7th	8th	WnH	soc	Het	LGBT
Did not eat dinner at home with at least one of their parents or other adult family member, past week	6	4						5		5	
te dinner at home with at least ne of their parents or other dult family member on two or lore days, past week	92	95	95	95		·	98	94		94	·
te dinner at home with at least ne of their parents or other dult family member on four or nore days, past week	85	89	91	87			89	88		90	
te dinner at home with at least ne of their parents or other dult family member every day, ast week	61	65	67	63			54	63		68	



^{. =} Too few students to report

Youth Assets and Other Protective Factors

												Statistical Differences
School Connectedness	VT	GI	M	F	6th	7th	8th	WnH	soc	Het	LGBT	
Have at least one teacher or other adult in their school that they can talk to if they have a problem	72	79	82	77			73	76		80		α
Strongly agree or agree that their school has clear rules and consequences for behavior	64	58	63	52			43	53		57		



^{. =} Too few students to report

Youth Assets and Other Protective Factors

												Statistical Differences
Community Connectedness	VT	GI	M	F	6th	7th	8th	WnH	soc	Het	LGBT	
Strongly agree or agree that in their community they feel like they matter to people	59	57	63	51	·		59	56		63	·	



^{. =} Too few students to report